

**Teach Like a Titan:
Fostering Faculty Excellence at Central Carolina Technical College**

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CPM Project 2020 Cohort

Introduction

Central Carolina Technical College (CCTC) is a comprehensive public, two-year institution of higher education dedicated to fostering a positive environment of teaching and learning for its faculty, staff, and students. Established as the Sumter Area Technical Education Center in 1961, today CCTC serves approximately 8,500 students each year in Sumter, Kershaw, Clarendon and Lee Counties. Students enroll at CCTC in a variety of certifications, diplomas, and degrees in the areas of health science, industrial, business, public service, dual enrolled, early college, and transfer programs (College Vision, Values, Roles, and Scope, 2019).

College Vision

Central Carolina Technical College will be the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment (College Vision, Values, Roles, and Scope, 2019).

College Values

Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The college values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes and principles, the college affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, Innovation (College Vision, Values, Roles, and Scope, 2019).

Strategic Plan as Related to Faculty and Staff

Attract and retain qualified faculty and staff to support and deliver quality programs and services.

Measurement/Outcomes: Assess academic and support areas to ensure appropriate personnel to deliver quality programs and services; continue and improve leadership program to involve selected faculty/staff in college initiatives, and prepare them for future leadership opportunities; recognize outstanding faculty/staff (College Planning, 2019).

Project Problem Statement and Justification

Problem Statement

Standardized, consistent college-wide initiatives are needed at CCTC that provide curriculum and instructional oversight, training, and resources to enhance and improve faculty skills, ensure courses follow Department of Education/SACSCOC criteria, and nurture student success and retention.

Project Justification

When faculty development occurs via an enriched, multi-dimensional approach, it will become transformational to the learning environment and increase student success and retention. A blending of training that incorporates classroom experience (i.e. authentic professional learning), vibrant communication, relevant technology, collaboration, and institutionally sponsored, long-range scaffolded training programs that address the unique needs of faculty and the institution have proven effective in the long term in increasing student success and retention as well as faculty satisfaction (Haras, 2018). Additionally, according to Condon, et al. (2016), institutionally sponsored faculty training programs that align with college-wide objectives, missions and values, strongly advance student learning. As such, when designing an impactful initiative at CCTC, it was imperative that each component of this project align with CCTC's faculty related outcomes and objectives while also supporting the college's values, vision and

mission. This alliance will help weave the initiative into the fabric and culture of CCTC and increase the overall success of the project.

As previously indicated, CCTC's priority is to provide quality education for its students to prepare them for transfer to a four-year institution or entry into the workplace. However, many of the faculty employed at the college lack the skills or experience required to be effective instructors, especially when faced with the varied challenges of teaching multi-generational students, dual-enrolled, online, hybrid, military, etc. These deficiencies were identified via conversations with faculty and administration in which specific questions were asked about faculty preparedness including level of confidence in ability to manage their classes (assessment design, classroom management, technology limitations, etc.), need to revise existing college policies, and deficits in student preparedness that impact faculty's effectiveness in the classroom. After analyzing the feedback from these discussions, and evaluating student success and retention rates in target courses, the basis for this project was formulated. The conclusion was reached that through the development and implementation of a standardized, consistent college-wide curriculum and instructional development initiative, CCTC will foster a structured and enhanced academic environment that benefits instructors, students and the college as a whole.

Implementation Plan

In order to help ensure effectiveness, training and standards should incorporate targeted initiatives that address faculty needs, course delivery methods, student learning styles, relevant resources, curriculum development, program requirements, and opportunities for continuous improvement. Furthermore, by providing training that specifically addresses topics identified by faculty as core areas of need, it will facilitate buy-in and foster a sense of accountability (Bailey, 2017). In alignment with this model, a multi-level approach was implemented in the project with

the aim of providing faculty with needed skills and resources to become more effective educators. Additionally, all of the project's components linked directly to the college's vision, values, and strategic plan.

The specific components included in this CPM project were:

- Curriculum and Instructional Development (CID) Initiative.
- Professional Development Programs (PDP's).
- Departmental and course level standards.
- COL 110, Information Literacy.
- Curriculum Committee policies, procedures, and standardizations.

Curriculum and Instructional Development (CID)

A new college-wide initiative, entitled Curriculum and Instructional Development (CID), was launched with the goal of providing tools and resources to faculty to assist them in honing their pedagogical skills. A course was created in the college's Learning Management System (D2L), Curriculum and Instructional Development Resources, to give faculty access to resources and also serve as a collaboration tool. The CID initiative served as an umbrella for professional development programs as described below.

Professional Development Programs (PDP)

Professional Development Program (PDP) sessions were taught by CCTC faculty on specific topics that were of interest to them and in which they had particular knowledge. This "Teach the Teacher" approach proved to be very effective and faculty readily volunteered their time to conduct the PDP's. After each PDP, associated Power Point slides, videos, handouts, etc., were posted in the CID D2L site for all faculty, full time and adjuncts, to access and review at their convenience.

Specific PDP sessions that were taught utilizing the Teach the Teacher methodology included:

- Death by Power Point! - Tips and Tricks for Designing an Effective Presentation.
- To Cram or Not to Cram - Designing Effective Assessments.
- How to Avoid the Lecture Trap - Strategies for Promoting Active Student Engagement within the Classroom.
- Turning the Other Cheek - Strategies for Handling Student Issues within the Classroom.
- Let's Give Them Something to Talk About - Authentic Writing in the On-and-Off-line Classroom.
- Academic Integrity.
- Harnessing Technology for the Classroom – Embedded Videos, Zoom and Swivl.

In November of 2019, a visiting lecturer from Indiana University, Dr. Philip Powell, conducted a CID PDP about the importance of online instruction and how it is imperative for higher education institutions to embrace new teaching methodologies in order to remain relevant and solvent. Dr. Powell, Associate Dean of Academic Programs at the Kelley School of Business at IU, spoke to a college-wide audience of faculty and staff. In his presentation, “Online Teaching is the New Default,” Dr. Powell addressed challenges facing higher education and how institutions could effectively adapt to the new teaching paradigms. Dr. Powell asserted that higher education must consider the traditional in-class experience as the exception, not the rule. He asserted that this new vision requires redesign of academic programs, revolutionary shifts in pedagogy, and redefinition of the role of faculty members. To illustrate his points, Dr. Powell shared his own experiences at IU including the institution’s design, implementation, and ongoing evaluation of one the nation’s first online MBA programs. Dr. Powell’s PDP provided insight and guidance on how colleges and universities have the ability, and requirement, to adapt to new realities and expectations created by technological change. Since online classes comprise

a significant percentage of CCTC's course offerings, Dr. Powell's presentation was impactful and relevant on many levels.

Departmental and Course Standards

Standardizations of departmental and course policies and procedures, especially in regard to online courses, has been identified as a core requirement by both internal and external data and scholarly research over the last several years. Additionally, course standardization corresponds to the model of many other tech schools in the state. In an attempt to facilitate a smooth transition and implementation of departmental and course standards, a collaboration between the full-time faculty in the department was implemented. Through such an approach, faculty members were given a voice and allowed input on not only the standards that directly impacted their discipline but also on the department as a whole. As a result of this collaboration, the following standards were implemented in the Speech, Humanities and Social Sciences (SHSS) Department in Fall 2019:

- Holistic Program Assessment Rubrics (PAR's) were created for the measurement and assessment of SLO's in targeted courses: HIS 101, PSY 201 and SPC 205. The PAR's are to be utilized in all sections of the designated courses every fall and spring, with analysis taking place in the summer. Use of results will be evaluated collaboratively by the department chair and course leads; adjustments to outcomes, assessments, teaching methodologies, etc., will be initiated accordingly.
- Minimum number of Instructor Initiated Feedback methods incorporated into all departmental online classes to foster connections and effective communication between instructors and students.
- Online syllabus template.

- Course Assessment Questions (CAQ's) to measure SLO's in all courses.
- Attendance requirement and parameters for all online courses.
- D2L content formatting.

COL 110 Information Literacy

Through conversations with Associate in Arts (AA) and Associate in Science (AS) faculty, as well as analysis of student success and retention rates, a deficit was recognized among students in regard to their ability to identify scholarly sources, paraphrase and cite sources correctly, and a myriad of other topics related to information literacy. Furthermore, faculty indicated that students' deficiencies in these areas had a negative impact on an instructor's ability to teach their content area effectively as they were often finding it necessary to review foundational skills in relation to information literacy. These necessary refreshers and tutorials took time away from classroom instruction and, as such, decreased the amount of quality content faculty were able to delivery in a semester. Additionally, a significant percentage of faculty expressed a lack of confidence in their ability to teach these skills to students, especially faculty who were new to teaching and whom were utilizing the majority of their energy to teach the required content. With these issues, and solution, in mind a proposal was submitted to CCTC's academic vice president to add a new course to the state-wide Catalogue of Approved Courses, COL 110 Information Literacy. The main purpose of this course is to address and mitigate the specific student learning deficits that were identified in the exploratory investigation. The course proposal was also subsequently approved by CCTC's Executive Leadership Team and Curriculum Committee. Beginning in Fall 2020, the one credit hour course will be required for all AA and AS students and they will be advised to complete the course in their first semester alongside its sister course, COL 105 Freshman Seminar.

As chair, I convened a COL 110 Course Development Committee comprised of humanities and social sciences instructors, as well as CCTC's head librarian. At the committee's first meeting, we established the following Student Learning Outcomes for the course:

1. Find information effectively and efficiently by using a variety of search techniques across multiple publication formats.
2. Evaluate the quality and relevance of information sources.
3. Navigate the web and digital resources for research, including critical evaluation of information.
4. Utilize sources to quote, paraphrase, and summarize effectively.
5. Identify appropriate documentation and citation styles and resources.
6. Demonstrate knowledge of CCTC's academic integrity policies, including those on plagiarism and copyright.
7. Identify scholarly resources available through the CCTC Library database and its collections.

The goal is for the committee to complete design of the course and launch it college-wide in the 2020 fall semester. Part of the course implementation process will involve recruiting and training humanities and social sciences faculty to teach sections of the course via an 8 week, primarily online delivery method. After COL 110 is launched, data collection and analysis will commence along with an ongoing evaluation of the course's design, SLO's, course delivery methodology, faculty training, etc. These steps will be initiated to ensure that the course is meeting its objectives and providing students with the identified skills to help them be successful in their associated programs.

Curriculum Committee Policies, Procedures, and Standardizations

As Chair of the Curriculum Committee for the last four years, I identified the need to create and implement policies, procedures, and standardizations to ensure that the committee functioned efficiently and met the needs and requirements of the college at all levels. The changes were a collaboration between myself and committee members with final approval from the Vice President of Academic Affairs. As a result, the following committee changes were implemented in Fall 2019:

- Formalized Curriculum Committee Policies and Procedures.
- Change in committee voting from consensus to majority.
- Creation of four distinct Curriculum Committee forms that replaced the one “catch-all” form that was previously utilized.
- Streamlining of the submission process with specific requirements for attachments, approval, etc.

Data Collection and Analysis

A mixed methods methodology was utilized in data collection, comprising of quantitative student success and retention data and qualitative faculty survey data via handwritten surveys and SurveyMonkey evaluations.

Student Success and Retention Data

CCTC collects, analyzes and aggregates student success and retention data every semester. In order to streamline data analysis, and provide an effective, overall representation of departmental outcomes, data was analyzed and assessed for the three online SHSS departmental disciplines that were identified as the agents in which to assess PAR's and that piloted online master courses in Fall 2019: HIS 101, PSY 201 and SPC 205. Although the data showed that overall success and retention rates decreased in every discipline, except the retention rate for HIS 101, the

decreases were less than 6% overall. These results should not be disheartening or a negative reflection on the new standards implemented in these disciplines, however, as a more longitudinal study is required to assess the overall impact (See Appendix A).

CID and PDP

Following each CID and PDP session, attending faculty were asked to complete survey that ranked five individual identifiers from Excellent to Poor. For the seven “Teach the Teacher” CID PDP’s, the data was combined for overall analysis. A total of 39 duplicated faculty attended the PDP’s and evaluated the sessions collectively as follows: 84% rated the sessions as Excellent, 10% as Good, and 3% as Fair (See Appendix B).

Additionally, faculty provided comments that were overwhelmingly positive and requested additional PDP sessions on topics relevant to instruction. A cross-section of the comments included:

- Being encouraged to always involve students in small and large group discussion, and knowing the "why" before the "how & "what" was very helpful.
- Modeled what you taught.
- Great discussion.
- The entire presentation provided a wealth of knowledge.
- Good ideas and tips for improving rubrics and tests.
- Excellent speaker.
- Great tips.
- Helpful handouts and visuals.

Since Dr. Powell’s PDP was larger in scale and was open to faculty and staff, the surveys assessing his presentation were evaluated separately from the other CID PDP’s. A total of 59

employees who attended the presentation evaluated the session as follows: 66% rated the sessions as overall as Excellent, 15% as Good, 5% as Fair, and 1% as Poor (See Appendix C).

As with the other CID PDP's, attendees provided personalized comments regarding Dr. Powell's presentation that were overwhelmingly positive. A cross-section of the comments included:

- Showed value of online instruction.
- Good use of statistics and specific examples.
- The information presented and national trends were relevant. Also, the impact of online to students and expectations of instructor.
- Instructor was engaging and provided useful statistics and helpful examples.
- Excellent speaker – good simple directives.
- The content was relevant and concise.
- Presentation and speaker easy to relate to. Content down to earth and meaningful.
- Drove home the points faculty need to be aware of to move forward with as needed to meet all student's needs.
- This training was useful for new ideas to teach online classes and working with first generation students.

As indicated, the data from faculty regarding the CID and related PDP's was overwhelmingly positive. Additionally, the written comments provided a launching point for future training sessions and means of improvement for existing procedures and methodologies. The intent is to continue with the initiative and the Teach the Teacher training methodology based on feedback and effectiveness. Hopefully, with proper planning, implementation, as well as faculty and institutional buy-in, the CID and associated PDP's will be interwoven into the fabric of CCTC and continue to have a positive impact on the college.

Departmental and Course Standards

Analysis of the qualitative Survey Monkey data from faculty regarding the efficacy of the new SHSS departmental and course standards which were implemented in Fall 2019 were mostly positive. The specific areas that faculty identified as concerns/not helpful were overall student impact, the utilization of PAR's to measure program and departmental outcomes in targeted courses and the implementation of a standard final exam to measure SLO's in psychology courses (See Appendix D). Although the overall percentages are not particularly troubling, it does identify the need for further analysis and exploration of the newly adopted standards. This will be conducted in the summer semester following the collection and analysis of spring data, in collaboration with course leads.

COL 110, Information Literacy

As COL 110 has not yet been launched, no data could be gathered on its effectiveness at this point. However, in the semesters following its implementation, data will be gathered and analyzed on the following measures:

- Turn it In Percentages – utilized to determine whether or not the course impacted the percentage of students who plagiarized in humanities and social sciences courses.
- Student Success and Retention Rates – compare current and past humanities and social science data to determine a correlation between the course's implementation and future improvement.
- Faculty and Student Satisfaction Surveys.
- Ongoing evaluation of SLO's to determine whether or not the teaching methodologies utilized in the course link back to designated outcomes.

Curriculum Committee Policies, Procedures, and Standardizations Data

The 17 members of the Curriculum Committee were sent a Survey Monkey quiz to collect data regarding their assessment of the newly implemented policies, procedures and standards. Eight members completed the survey and their responses were overwhelmingly positive. All of the respondents rated the new forms as much better or better than the ones previously used; all also rated the newly adopted policies and procedures as very to extremely useful; and everyone approved of the newly adopted voting procedures (See Appendix E). As such, based on the qualitative data gathered, the newly instituted policies, procedures, and standardizations for the Curriculum Committee had an overall positive effect on not only the members and their role in the process but on the academic process overall. Continued monitoring will take place over the following years to ensure that the new methods continue to fulfill committee needs on all level and adjustments will be made as necessary.

Based on data analysis and overall consensus, it would appear that individually and as a whole, the components included in this CPM project were an overall success and helped to address identified deficits and opportunities for growth at CCTC. The CID and related PDP's will be continued into future semesters with the same mission of providing all faculty at CCTC with the opportunity to learn from each other and enhance their teaching abilities. Course and program standards in the SHSS Departmental will continue to be evaluated and tweaked as needed, with input from the department chair, course leads, and faculty. As previously stated, various data will be collected to determine whether or not COL 110 is meeting its outcomes and preparing students to be more effective learners. Finally, in regard to the revisions to the Curriculum Committee, those will also be regularly evaluated via qualitative surveys and adjustments will be made as deemed necessary with the input of stakeholders.

Summary and Recommendations

In the era of decreased funding, competitive markets, rising student loan debt, and the approach of an admissions bubble in three to five years, it is imperative that institutions embrace initiatives that have the potential to be low-cost but with a high-yield, positive impact (McBride, 2019). Throughout the process of planning, implementing, and evaluating this CPM Project, areas were identified in each category where continuous improvement could be facilitated. However, this process will not take place in a vacuum; collaboration between faculty and administration is imperative to the success of each part of the project. As these initiatives progress and expand, the goal is that each becomes an integral part of the academia at CCTC and contribute to the vision, values, and goals of the college. This will be accomplished via commitment and support from all levels of the institution and by illustrating how each component is integral to the overall success of CCTC. By focusing on initiatives that provide faculty with the tools they need to be effective educators and students with the resources they need to be successful in and out of the classroom, CCTC has the ability to continue and enhance the institution's tradition of being a change leader not only in the four counties it currently serves but also state-wide. Through such actions, CCTC will continue to foster and facilitate its three core values: Excellence, Integrity, and Innovation.

References

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Appendices

Appendix A

Online Course & Semester	N = Students	Overall Success %	Overall Retention %
HIS 101 Fall 2018	83	81.25	72.73
HIS 101 Fall 2019	86	80.26	88.37
Increase/Decrease		0.99 D	15.64 I

Online Course & Semester	N = Students	Overall Success %	Overall Retention %
PSY 201 Fall 2018	127	92.14	94.81
PSY 201 Fall 2019	139	88.7	91.3
Increase/Decrease		3.44 D	3.51 D

Online Course & Semester	N = Students	Overall Success %	Overall Retention %
SPC 205 201810	128	93.67	89.3
SPC 205 201910	123	87.9	88.6
Increase/Decrease		5.77 D	0.70 D

Appendix B

CID PDP Faculty Ratings (N=39)

	Excellent	Good	Fair	Poor	NA
Content	35	4			
Discussion	34	3	1		1
Speaker	37	2			
Visual Presentation	34	4			
Handouts	23	6			2
Average	32.6	3.8	1	0	1.5
Overall Rating	84%	10%	3%	0%	3%

Appendix C

Online is the New Default PDP Ratings (N=59)					
	Excellent	Good	Fair	Poor	NA
Content	45	11	2	1	
Discussion	41	11	4		1
Speaker	49	8	2		
Visual Presentation	40	13	4	1	1
Handouts	19	1	0		39
Average	39	9	3	1	14
Overall Rating	66%	15%	5%	1%	24%

Appendix D

Do you believe the new course level standards have proven to be beneficial to you as an instructor?		
	N=17	Percentage
A Great Deal	1	5.8
A Lot	5	29.4
A Moderate Amount	5	29.4
A Little	5	29.4
None at All	1	5.8

Do you believe the new departmental level standards have proven beneficial to you as an instructor?		
	N=17	Percentage
A Great Deal	1	5.8
A Lot	5	29.4
A Moderate Amount	4	23.5
A Little	6	35.2
None at All	1	5.8

Do you believe your students benefited from the implementation of departmental and course level standards?		
	N=17	Percentage
A Great Deal	1	5.8
A Lot	2	11.7
A Moderate Amount	7	41.1
A Little	5	29.4
None at All	2	11.7

If you taught one of the courses which utilized the new PAR's (Program Assessment Rubrics), did you find them easy to use/understand?		
	N=17	Percentage
Very Easy	3	21.4
Easy	4	28.5
Neither Easy nor Difficult	5	35.7
Difficult	2	14.2
Very Difficult	0	0

If you taught a PSY courses which utilized the final exam as the course level assessment, how much more effective do you believe it was in measuring student learning outcomes than the old method of final exam embedded questions?		
	N=17	Percentage
Extremely Effective	1	11.1
Very Effective	1	11.1
Somewhat Effective	6	66.6
Not so Effective	1	11.1
Not at All Effective	0	0

How often did you utilize instructor initiated feedback in your online courses over the fall semester? (A Great Deal = Once per Week; A Moderate Amount = Twice per Month, A Little = A few times per the semester)		
	N=17	Percentage
A Great Deal	10	58.8
A Moderate Amount	4	23.5
A Little	2	11.7
None at All	1	5.8

Appendix E

Compare the new Curriculum Committee forms to the one comprehensive form previously utilized.		
	N=8	Percentage
Much Better	4	50
Better	4	50
About the Same	0	
Worse	0	
Much Worse	0	

What is your opinion of the newly adopted Policies and Procedures?		
	N=8	Percentage
Extremely Useful	2	25
Very Useful	5	62.5
Useful	1	12.5
Somewhat Useful	0	0

What is your opinion of the newly adopted majority form of voting to approve committee proposals?		
	N=8	Percentage
Strongly Approve	4	50
Approve	4	50
Neither Approve or Disapprove	0	
Disapprove	0	
Strongly Disapprove	0	